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Nota di contenuto	Front matter -- Contents -- Acknowledgments -- Introduction -- Organization of the Book -- CHAPTER 1. English Language Learners in United States' Schools -- CHAPTER 2. English Literacy Development and English Language Learners: A Theoretical Overview -- CHAPTER 3. Moving Beyond the Transition: Struggling English Literacy Learners in the Regular/Mainstream Classroom -- CHAPTER 4. Instructional Writing Strategies for Struggling English Language Learners -- CHAPTER 5. Instructional Practices to Promote Reading Development in English Language Learners -- CHAPTER 6. English Literacy Across The Curriculum -- CHAPTER 7. A Framework for Assessing English Literacy Among Struggling ELLs -- CHAPTER 8. Developing Collaborative Literacy Relationships with Parents -- Resources for Teachers of ELL Students -- References -- Index
Sommario/riassunto	The book addresses upper elementary English language learners who have a fairly good knowledge of spoken and written English, have

demonstrated knowledge of phonemic awareness, phonics, decoding and word recognition, yet are struggling with academic English literacy. Throughout the book, the authors continuously argue that planning and delivering instruction to these students must be based on the ELL's existing competencies, prior knowledge and experiences. Classroom curriculum and instruction must provide opportunities for helping ELL learners to build and extend skills, knowledge and processes. And, the highly complex process of language learning and literacy development calls for multifaceted instructional approaches. The book is divided into eight chapters providing specific information on the diversity of ELLs and providing examples, models and strategies to move them beyond the transition in English reading and writing.
